



# 2014 Massachusetts District Report Card Overview AMESBURY PUBLIC SCHOOL DISTRICT (00070000)

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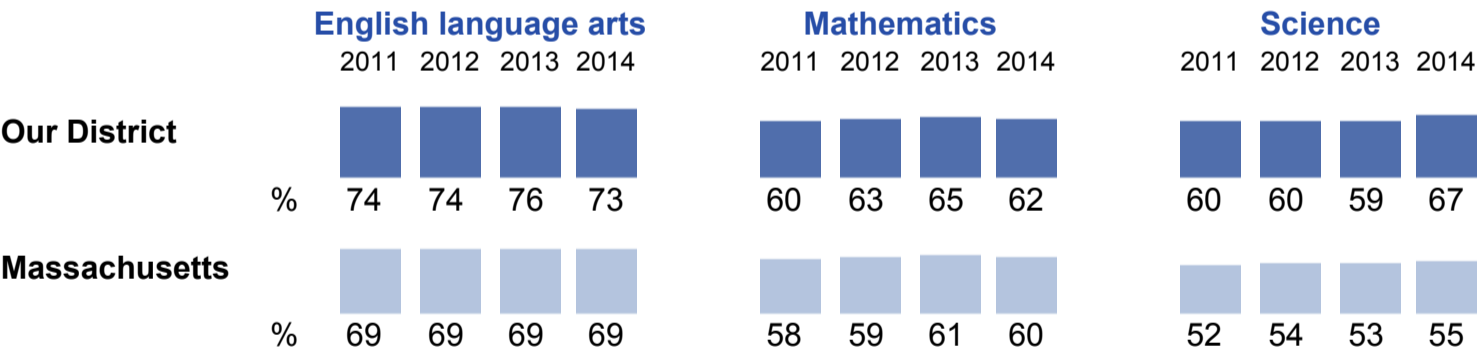
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our district's performance. For the full report card containing additional data contact the district or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

## How is our district doing overall?

|  |  |                     |                     |                            |                     |                            |                     |                                   |                     |  |   |
|--|--|---------------------|---------------------|----------------------------|---------------------|----------------------------|---------------------|-----------------------------------|---------------------|--|---|
| <b>Accountability &amp; assistance levels</b><br><br><div>Level 2</div><br>One or more schools in the district classified into Level 2<br><br>Most <b>schools</b> are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A <b>district</b> is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance.   | <b>Overall progress in narrowing gaps</b><br>Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.<br><table><tr><td><b>All students</b></td><td>Did Not Meet Target</td></tr><tr><td><b>High needs students</b></td><td>Did Not Meet Target</td></tr><tr><td><b>Low income students</b></td><td>Did Not Meet Target</td></tr><tr><td><b>Students with disabilities</b></td><td>Did Not Meet Target</td></tr><tr><td><b>English language learners &amp; former ELLs</b></td><td>-</td></tr></table> | <b>All students</b> | Did Not Meet Target | <b>High needs students</b> | Did Not Meet Target | <b>Low income students</b> | Did Not Meet Target | <b>Students with disabilities</b> | Did Not Meet Target | <b>English language learners &amp; former ELLs</b> | - |
| <b>All students</b>  | Did Not Meet Target  |                     |                     |                            |                     |                            |                     |                                   |                     |  |   |
| <b>High needs students</b>   | Did Not Meet Target  |                     |                     |                            |                     |                            |                     |                                   |                     |  |   |
| <b>Low income students</b>   | Did Not Meet Target  |                     |                     |                            |                     |                            |                     |                                   |                     |  |   |
| <b>Students with disabilities</b>  | Did Not Meet Target  |                     |                     |                            |                     |                            |                     |                                   |                     |  |   |
| <b>English language learners &amp; former ELLs</b>   | -  |                     |                     |                            |                     |                            |                     |                                   |                     |  |   |
| <b>District determination of need for special education technical assistance or intervention</b><br><br><div>Meets Requirements-At Risk (MRAR)</div><br>Districts, including single school districts, are assigned a determination of need for special education technical assistance or intervention. These determinations, which are typically based on the district's accountability and assistance level, range from <i>Meets Requirements – Provisional</i> (districts with insufficient data) to <i>Needs Substantial Intervention</i> (Level 5 districts). The determination, which also incorporates compliance measures, helps to identify whether the Department will require districts to take additional actions to support improved outcomes for all children, especially students with disabilities. |  |                     |                     |                            |                     |                            |                     |                                   |                     |  |   |

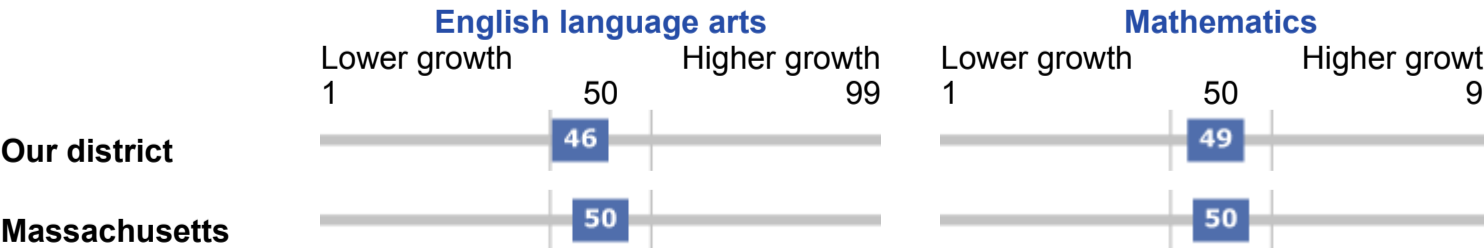
## How does our district's achievement over time compare to the state?

Students scoring proficient or above on Massachusetts Comprehensive Assessment System (MCAS), 2011-2014.



## How does our district's growth compare to the state?

Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our district's median SGPs for 2014 are below. (Note: Growth values are truncated.)



□

## How does our district's enrollment compare to the state?

| Total enrollment           | Our district |      | Massachusetts |      |
|----------------------------|--------------|------|---------------|------|
|                            | 2,348        |      | 955,739       |      |
| By high needs population   | Our district |      | Massachusetts |      |
|                            | #            | %    | #             | %    |
| Low income students        | 623          | 26.5 | 365,885       | 38.3 |
| Students with disabilities | 459          | 19.3 | 164,336       | 17.0 |
| English language learners  | 22           | 0.9  | 75,947        | 7.9  |

## How do our district's teachers and classrooms compare to the state?

| General information   | Our district |  | Massachusetts |  |
|---|--------------|--|---------------|--|
| Teachers (#)  | 156.7        |  | 70,489.3      |  |
| Core academic classes taught by highly qualified teachers (%) | 96.7         |  | 95.5          |  |
| Average class size (#)  | 19.0         |  | 18.1          |  |
| Student : teacher ratio                                       | 15.0 to 1    |  | 13.6 to 1     |  |

## How is our district doing on other important measures?

| Attendance   | Our district |  | Massachusetts |  |
|--|--------------|--|---------------|--|
| Attendance rate (%)  | 95.3         |  | 94.9          |  |
| Average days absent per student (#)                            | 8.1          |  | 8.7           |  |
| Discipline   |              |  |               |  |
| 2013 In-school suspension rate (%)                             | 0.2          |  | 2.2           |  |
| 2013 Out-of-school suspension rate (%)                         | 2.6          |  | 4.3           |  |
| High school completion   | Our district |  | Massachusetts |  |
| 2012 5-year graduation rate (%)                                | 85.8         |  | 87.5          |  |
| 2013 4-year graduation rate (%)                                | 87.4         |  | 85.0          |  |
| 2013 annual dropout rate (%)                                   | 2.3          |  | 2.2           |  |
| 2012 graduates attending institutions of higher education* (%) | 80.7         |  | 75.6          |  |
| 2014 12th graders taking 1+ Advanced Placement courses (%)     | 29.6         |  | 35.6          |  |
| 2014 Advanced Placement tests with scores of 3 or higher (%)   | 86.5         |  | 68.4          |  |
| 2014 SAT average score - Reading                               | 529          |  | 508           |  |
| 2014 SAT average score - Writing                               | 525          |  | 499           |  |
| 2014 SAT average score - Math                                  | 541          |  | 523           |  |
| 2013 MassCore** - Completing a rigorous course of study (%)    | 100.0        |  | 70.2          |  |

\*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

\*\*MassCore: 4 years of English, math, & science, 3 years of history, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

## What else should you know about our district?

## What are our schools' accountability and assistance levels?

| School                                       | School type       | Student enrollment | Accountability & assistance level |
|--|-------------------|--------------------|-----------------------------------|
| <a href="#">Amesbury Elementary</a>          | Elementary School | 436                | Level 1                           |
| <a href="#">Charles C Cashman Elementary</a> | Elementary School | 533                | Level 2                           |
| <a href="#">Amesbury Middle</a>              | Middle School     | 738                | Level 2                           |
| <a href="#">Amesbury High</a>                | High School       | 641                | Level 1                           |

To view our district's full report card, visit <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

Published by the Massachusetts Department of Elementary and Secondary Education